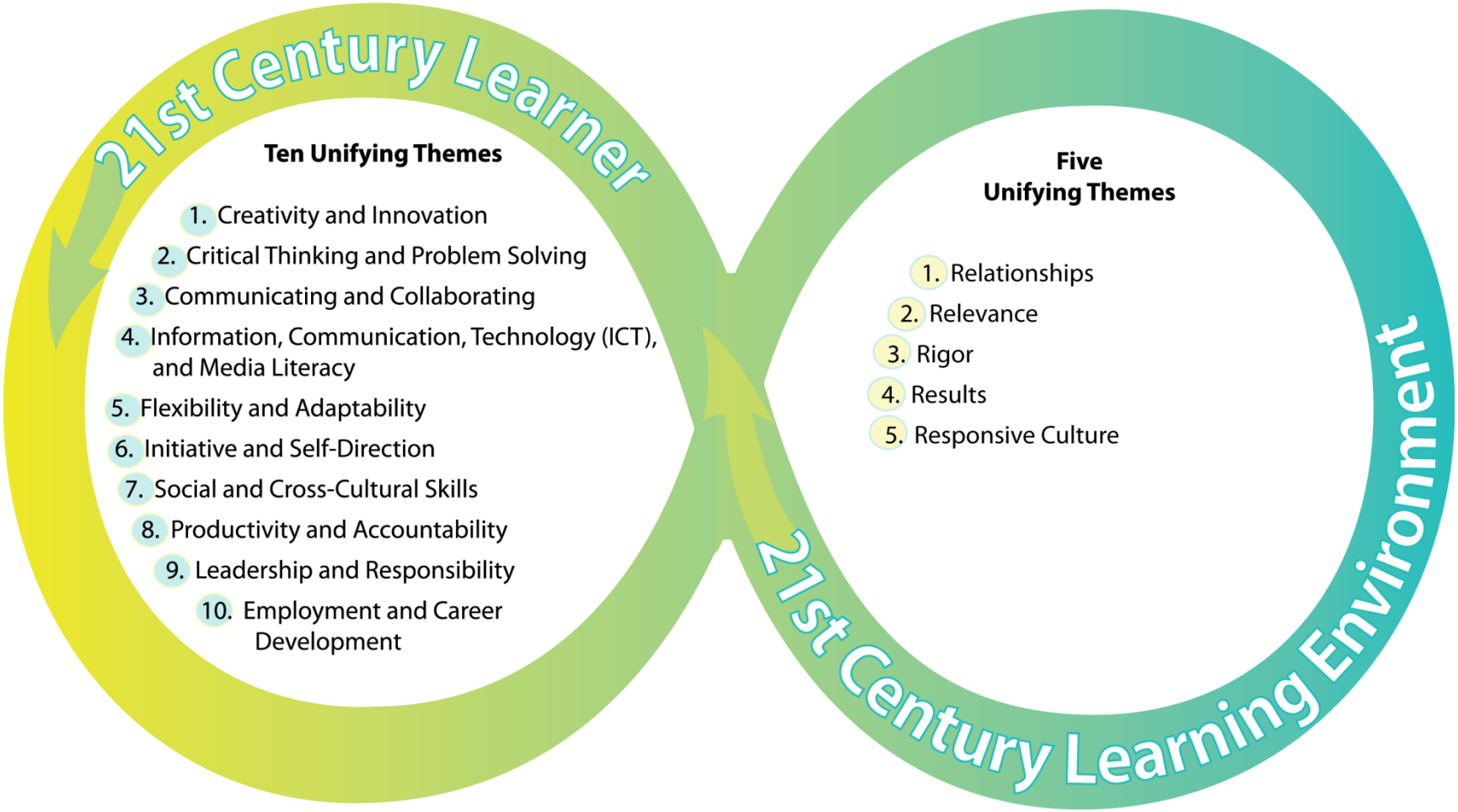
Profiles of the...



Kansas State Department of Education

Profile of the 21st Century Learner

Creativity and Innovation

The learner…

- demonstrates originality and inventiveness in work;
- develops, implements, and communicates new ideas to others;
- is open and responsive to new and diverse perspectives; and
- acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking and Problem Solving

The learner…

- exercises sound reasoning in understanding;
- makes complex choices and decisions;
- understands the interconnections among systems;
- identifies and asks significant questions that clarify various points of view and lead to better solutions;
- frames, analyzes, and synthesizes information in order to solve problems and answer questions; and
- reflects critically on learning experiences and processes (metacoginition).

Communicating and Collaborating

The learner…

- understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts and for a variety of purposes;
- demonstrates ability to work and communicate effectively with diverse teams;
- exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- assumes shared responsibility for collaborative work.

Information, Communication, Technology (ICT), and Media Literacy

The learner…

- accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively for the issue or problem at hand;
- understands how media messages are constructed, for what purposes and using which tools, characteristics, and conventions;
- examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors;
- uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy;
- uses technology as a tool to research, organize, evaluate, and communicate information; and
- possesses of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Flexibility and Adaptability

The learner…

- adapts to varied roles, responsibilities, schedules, and environments;
- works effectively in a climate of ambiguity and changing priorities; and
- seeks and embraces opportunities created by change.

Initiative and Self-Direction

The learner…

- monitors his or her own understanding and learning needs;
- goes beyond basic mastery of skills and/or curriculum to explore and expand his or her own learning and opportunities to gain expertise;
- utilizes time efficiently and manages workload;
- initiates, prioritizes, and completes tasks with minimal oversight; and
- demonstrates initiative to advance skill levels towards a professional level and a commitment to learning as a lifelong process.

Social and Cross-Cultural Skills

The learner…

- works appropriately and productively with others;
- leverages the collective intelligence of groups when appropriate; and
- bridges cultural differences and uses differing perspectives to increase innovation and the quality of work.

Productivity and Accountability

The learner…

- demonstrates diligence and a positive work ethic (e.g., being punctual and reliable);
- self-monitors the process of developing quality work; and
- sets and meets high standards and goals for delivering quality work on time.

Leadership and Responsibility

The learner…

- demonstrates integrity and ethical behavior;
- acts responsibly with the interests of the larger community in mind (civic awareness and responsibility);
- uses interpersonal and problem-solving skills to influence and guide others toward a goal; and
- leverages strengths of others to accomplish a common goal.

Employability and Career Development

The learner…

- embraces the importance of employability skills;
- effectively explores, plans, and manages career choices and goals; and
- recognizes and acts upon requirement for career advancement by planning continuing education, training, and/or professional development.

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Profile of the 21st Century Learning Environment

Relationships

The learning environment…

- fosters positive relationships and partnerships among all stakeholders;
- ensures every leader at all levels is responsible for every learner;
- provides early and ongoing academic and career guidance and planning;
- facilitates seamless transitions among various levels of education and connects prior learning completed in one level to new learning in another level;
- encourages, supports, and models collaborative relationships among all educators at all levels;
- creates partnerships with businesses and opportunities for learners to pursue experience-based learning; and
- considers perspective, representation, voice, and experience when selecting leadership team members.

Relevance

The learning environment…

- provides a curriculum that is connected to real-world contexts through project-based learning;
- provides ubiquitous access to technology that supports teaching and learning;
- supports opportunities that involve real world experts collaborating with learners;
- involves students in decision-making about their academic development;
- provides early and ongoing academic and career guidance and planning;
- ensures academic and behavioral data will be used to inform instructional decisions; and
- ensures educational priorities are aligned to support the community, state, and national workforce needs and the academic and career goals of each student.

Rigor

The learning environment…

- provides a rigorous, research-based, standards-based core academic curriculum geared to students' individual needs;
- integrates academic curriculum with rigorous career and technical education curriculum;
- weaves 21st century interdisciplinary themes (e.g., global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy) into core subjects;
- provides accelerated learning opportunities;
- creates conditions in which educators work together to make improving instructional quality and student learning the priority;
- ensures an empowering culture which creates collective responsibility for learner success;
- reviews current practices to identify those that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research and address an area of need; and
- requires every leader be responsible for planning, implementing, and evaluating continuous learning.

Results

The learning environment…

- empowers each learner to excel to his/her highest potential using a wide range of indicators of success;
- facilitates communities of practice that review academic data, behavioral data, evidence-based promising practices, and informative assessments to build and improve on instruction;
- provides a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each learner to achieve high standards (i.e., MTSS);
- engages educators in evidence-based professional learning;
- facilitates the development of methods to monitor the fidelity of implementation of a multi-tier system of supports; and
- expects every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice.

Responsive Culture

The learning environment…

- empowers students' interests, learning styles, aptitudes, and choices;
- fosters a culture that motivates, challenges, engages, and inspires all stakeholders;
- fosters a culture that respects and reinforces leadership and service to the community;
- fosters a culture that focuses on continuous improvement; and
- embraces and empowers innovation and creativity.

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